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Continuing Latin Notes

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THE CLASSICIST AND THE YOUNG CITIZEN

By DOROTHY PARK LATTA

Director of American Classical League Service, New York University,
Washington Square East, New York

"Do **you** do your part in training our pupils for citizenship?" This question accompanied by the pointing of an accusing finger from some proponent of the new curriculum comes before us perennially and now more persistently than ever before. This is my only excuse for attempting to answer the question again with an emphatic "yes", even though through the past twenty years or more many illuminating articles have been written on this subject. Also twelve years ago it was answered in the Report of the Classical Investigation sponsored by the American Classical League. It is well for us to remember and to bring it to the attention of others that the teacher of classics is also a teacher of English, of social science, and of history. The classics are ideally fitted to fulfill the demand for teaching some of the most important aims of the social scientist, "social mindedness and tolerance."

"What is a citizen?" "How do you teach citizenship?" I recently asked these questions of a colleague in the department of Social Science. As a consequence we were still holding forth when it was time for the porters to begin their nightly cleaning. The discussion boiled down to two statements; man is a political animal; man is an ethical animal. When confronting the political problems of the day, he must have knowledge, that is, an acquaintance with the experiments of the past which will help him to evaluate those of today. He should have a trained mind so as to be able to make his deductions from experience. He is instinct with what we call character. Through these qualities he is better able to meet today's problems and those of the future. We can and do help the pupil to grow into such a citizen; for we are the givers of a general education, not of a superficial ornament to it.

Latin textbooks which have come out since the Classical Investigation are a revelation to those who have not observed the teaching of Latin since it was inflicted upon them in the good old days of "formal discipline". The teacher now has the aids of research not only in the field of literature and history, but in the field of archaeology also. These are available to him in periodicals and in reference books which come out in a never ending line. He also has access to the Loeb classics and the "Our Debt to Greece and Rome" series to help round out his knowledge of the whole range of classical literature and life.

From the very first year of the teaching of Latin, we have our opportunity as teachers of the social sciences. Last summer the teacher of a demonstration class in beginning Latin told me with considerable glee that after a large group of social science students had visited her

class, one of these observers remarked in surprise, "But you are teaching social science!"

When the second year comes with its account of Caesar's Gallic Wars the Latin teacher can scarcely escape comparing likenesses and differences in leaders and political convulsions of then and now. He will find his class studying, perforce, the principles of democratic and autocratic governments. He will also find his class obtaining a background on which to measure our own modern history. A study of differences of environment and circumstances between the two eras will bring more tolerance into the student's thinking.

The study of Cicero's orations gives an unexampled opportunity to teach the social sciences. Similarities in and differences between our government and that of the Romans abound:—political parties, voting, the problem of agriculture, relief, bonuses, graft, radicals and conservatives, elections, financial problems—the list grows.

Modern third year textbooks usually contain excerpts from Cicero's philosophical writings and his letters. The chance to teach character building through these is exceptional. Miss Hudson's article in the Classical Journal of January 1936 takes up this question in a most interesting way. I find in looking back over the years of teaching Cicero's essays that it is interesting to see the gradual growth of tolerance and clarity of students' reasoning in their discussions of ethical points brought up by reading Cicero.

Surely good taste is one mark of a good citizen. In the study of Vergil and selections from other Roman poets the great principles of art and literature can be vividly taught. So can be trained a taste which prefers the high to the low. Who can deny that the experience of studying the best of ancient art will be helpful in raising standards of taste? And as for literature, I wonder how many of those pupils whose reading habits were made the subject of an investigation not long ago in New York City were students of the classics. I am ready to wager that their taste in novels and magazines and newspapers would not have been so deplorable if they had been classical students.

Both in high school and college classes, selections from Greek and Roman writers can be introduced to supplement the discussions already raised in reading the assigned author. There are several good books with selections based on Roman life and religion as well as surveys of classical literature. Some examples of such material introduced into my own classes are as follows:

Stimulating discussions have arisen in class over our modern feeling against high taxation and the inequitable distribution of wealth. It was easy to point out that wealthy men of Athens had to sponsor liturgies which were equivalent to high taxes. They bore the expenses of

choruses for dramatic and musical festivals, trained teams of men for the tribal torch races, feasted their tribes on stated occasions, headed sacred embassies, equipped a ship for the navy, etc. The class then felt duly sympathetic to the antiodosis, the appeal from a liturgy when the citizen felt too poor.

Students, with much amusement, discovered that the clubs, the hetaeries, of ancient Athens were quite similar to the political clubs and organizations of our large cities today, and found that truly there is nothing new under the sun. For each member of one of those old Athenian clubs made contributions of his time or money to help fellow members in litigation. As a result of their activities juries were influenced or bribed, the complainant bribed, intimidated or persuaded not to bring suit. Witnesses feared to testify against club members, just as witnesses today have been frightened by gangsters.

These clubs engaged in political activities, holding caucuses, making speeches, spreading campaign pamphlets broadcast. Assemblies were packed by instructed club members. They indulged in the so-called modern practice of filibustering. Bribery at elections was rife, and the vote was forcibly gotten out by club members. It is not necessary to labor the point with a class of students who are used to the ways of municipal and national politics.

Horace's odes are ideal to show the way to a calm and happy life. He preaches the golden mean, the cultivation of a spirit of tranquillity, and decries the taste for luxurious living and a spirit of greed. He sings of the satisfaction of the gods with the spirit of a giver rather than with the gift. To the youth of Rome he exalts the cardinal Roman virtues, simplicity of living, endurance, fidelity, courage, purity, etc.

Vergil (*Aeneid* IX, 590-620) describes the training of boys in the good old days and shows how the Augustans glorified the old Roman ideal of manhood, toughness and endurance. The elder Cato (Plutarch 20) saw personally to the education of his son in the Roman way of former days. He impressed on him the glory of the traditions of Rome as part of his training. In the account of the younger Cato's career we read, "Cato's care of his education was thus justified by results." (Plutarch 33)

In Athens too the young citizen's training and the Ephebic oath have a message for modern youth. When the Athenian youth reached the age of seventeen he went to the shrine of Aglauros and swore that he would not disgrace his arms nor desert his comrades in battle, but would fight for his country's shrines and leave his fatherland not feebler than he found it, but greater and mightier; that he would obey the orders of his commanders; that he would keep the laws, not stand idly by if anyone violated or disregarded them, but do his best to maintain them and that he would honor the shrines of his native land. (Lyc. Leocr. 76).

Examples of gifts from patriotic citizens to their towns automatically call forth parallels of today. Pliny the Younger found the youth of his home town, Comum, had to attend school at the neighboring Mediolanum. He offered to give one-third of any amount which the fathers of the lads would raise for a school at Comum. (IV, 13). This wise procedure in raising money is followed today. Many examples have come down to us of the generosity of citizens to their towns in inscriptions of the empire. They were donors of public buildings, statues, honorary tablets, etc. One, P. Sextilius P. f. Pollio, paid the expense of a bridge which was part of a new aqueduct built at Ephesus in the time of Augustus (*Corpus Inscriptionum Latinarum* III, 424). Lucius Vaccius Labeo donated to the city of Cyme the income of some agricultural property for the maintenance of a bathing establishment which

served, as buildings of that type did, as clubhouses (*Corpus Inscriptionum Graecarum* 3524).

Women and marriage played a more important role in Rome than in Greece. Cicero writes in *De Officiis* I 17, "Marriage is the seed of society which is developed in the possession of children and which flowers in the unity and community of the home. This is the origin of the State too; homes are the seed-bed of social life." The two charming wedding hymns of Catullus (61, 62) give the student not only glimpses of rites, survivals of which can be traced in our own, but the duties and character expected of a wife. Pliny gives us a picture of his young and devoted wife and his devotion to her (VI 4, 7). Two inscriptions show the respect held for wife and mother. One epitaph reads (C.I.L. VI, 15346) "Stranger, stand and read the little that I tell. Here is the homely tomb of a fair woman; her parents named her Claudia. She loved her husband with all her heart. She bore two sons; one of these she leaves on earth, the other she buried. Cheerful in speech, dignified in mien, she kept the house; she made wool. I have told my tale. Depart."

The *Laudatio Turiae*, (C.I.L. VI 1527) sets forth the praises of a heroic wife who aided her husband in the Civil War, coping with ruffians and assassins, unscrupulous relatives and a brutal triumvir for the sake of her husband.

These few examples merely point the way to the use of the rich storehouse of classical literature in the Latin classroom.

There remains one point to take up; the ability of the classics to produce a citizen who can make his own deductions through a trained mind. Here I am on exceedingly dangerous ground, as you all know. Since my space is limited and I wish to avoid being waylaid some dark night by an indignant educational psychologist, I will merely quote with approbation the following excerpt from a paper by Dr. Charles A. Tonsor, Principal of the Grover Cleveland High School in Brooklyn. Dr. Tonsor's paper was entitled *LATIN IN THIS NEW AGE* and was delivered before the Classical Section of the New Jersey State Teachers Association at Atlantic City in November 1935. He says—

"... Certainly methods of thought should be the concern of the modern child in a society in which the machine is becoming more and more complex, in which the interplay of forces is becoming more and more complex. People who think must be developed or the machine will eliminate our civilization. Consequently, methods of thought must be the concern of our modern child, and there is no subject in the curriculum, not even excepting mathematics, that is so concerned with methods of thought and their expression as is Latin. Far from Latin having nothing of value for the modern child, Latin has a tremendous amount of value for him... A keen mind and a trained mind will operate under any circumstances whether the field be literature, science, sociology, or mathematics, and unless the mind has been trained, it will not operate in any one of these fields.

"The experimentalists will ask, 'How do you know this?'

"... Mr. Charles M. Stebbins at Erasmus Hall High School in Brooklyn conducted a similar experiment in connection with pupils of the so-called non-language group. After six months study of Latin, upon retest, most of these pupils had increased their age ability by one year, six months. Some of these pupils went through Latin as far as Vergil.

"And I myself, while at Boys High School in Brooklyn, covering a period of two years, examined very carefully the effect of Latin on the I. Q. One set of these experiments was studied by Professor Bernard Riess now at Hunter College of the City of New York. This test showed that upon retest with the Otis C following an initial Otis A which had been given six months earlier, the Latin students increased their I. Q. by ten, mathematics students by eight, French students by seven. German students by six, and Spanish students by four. The same was true of the raw scores."

In conclusion I wish to reiterate that teachers of the

classics can train the young citizen for what is known as "Life", as a well-rounded citizen. I do not make the claim that all of us teachers of classics do all that we are capable of along this line, human nature being what it is, but that we have the richest of storehouses for this work in our textbooks and our libraries. Given cooperation, time, and desire, there is no limit to what the teacher can give from the classics to the young citizen of today. With Andrew Lang we can say, "The little present must not be allowed wholly to elbow the great past out of view."

EMPEROR HADRIAN AND THE CHISELERS

By FRANCES REUBELT
Tulsa, Oklahoma

(See Aelii Spartiani *De Vita Hadriani Scriptores Historiae Augustae*, XVII, 5-7 incl.)

Great Hadrian was wont to bathe in democratic way.
He visited the public baths for gossip every day.
For thither came the Romans all to lounge and have their say.

One morn Rome's master chanced to see, as big slaves rubbed him down,

An aged man against the wall, tough, leathery and brown.
The marble slab his strigil made and rubber he had none,
For it took money then as now to have such service done.
Then Caesar spoke: "I know that man, a brave old legionary.

Long years he fought for Rome and me through June and January."

He sent a summons to the man, who straightway left his place,

Ceased then and there his back to scrape, his emperor to face.

The soldier trembled. Hadrian said: "My man, why do you so?

Why scrape your back against the wall as up and down you go?"

The old man, bowed in shame, replied: "O! Sire! 'tis pence I lack.

Hence I must be my own poor slave, must scrub my own poor back.

For all the years I fought for Rome I nothing have at all.
From want of strigil, want of slave I rub against the wall."

The heart of Rome's great one was stirred. With stilus then and there

He wrote a mandate for a slave and good coin for his care.
The war-worn soldier wept with joy, with gratitude pathetic,

And soon all Rome had heard the tale from senate house to attic.

Next day when for his news and bath Rome's mighty leader came,

He found the halls with oldsters filled, the stooped, the halt, the lame,

And one and all against the walls were moving back and forth,

Were rubbing, scrubbing at their spines for all their strength was worth.

Now Hadrian was great, was wise: not many such as he.
He understood their little ruse. He spoke right cheerily:

"Why, Romans, such new, strange desire to scrape the marble wall?"

And when they said they had no slaves, not even strigils small,

Their canny ruler cried to them: "Ho! turn each to his brother!

Form there a ring! So! one by one; each man shall scrape the other!"

RESEARCH PROJECTS

The Committee on Research of the American Classical League calls attention to its seven suggested projects for the current school year, and urgently requests teachers interested in cooperating to write at once to the chairman, Professor Mark E. Hutchinson, Cornell College, Mt. Vernon, Iowa, or for Project No. 7, to Miss Mildren Dean, Roosevelt High School, Washington, D. C. The projects are:—

1. An etymological analysis of the second 10,000 words in Thorndike's "Teacher's Word Book."
2. Construction of a frequency list for inflections.
3. Setting up of experimental classes in which forms and syntax are taught functionally and the reading method is used.
4. Setting up of experimental classes to determine the results as to comprehension of Latin by the functional versus the formal method.
5. Setting up of experimental classes using the writing of Latin, to be compared with classes without prose composition, the criterion to be the comprehension of Latin.
6. Construction of easy reading material, the vocabulary "density" of which is carefully watched.
7. Compilation from a list of 739 words common to English, French, German, and Spanish of the following:
 - (a) The classical Latin equivalent of each word in the English list.
 - (b) The Latin word (classical or vulgar) from which any of the words in the four languages is derived.

ANDREW R. ANDERSON

Andrew Runni Anderson, Professor of Latin at Duke University, died on July 8, 1936, aged sixty.

Professor Anderson was a graduate of the University of Wisconsin (1900) and obtained his Ph.D. degree at Harvard (1903). He taught at Wisconsin, Princeton, Northwestern, and Utah before going to Duke in 1929.

Professor Anderson was an able scholar and teacher. His premature death is greatly to be deplored.

—LA RUE VAN HOOK

A CORRECTION

Miss M. Julia Bentley, of Cincinnati, Ohio, kindly calls attention to an error on page 1 of the October issue of THE CLASSICAL OUTLOOK. Miss Sabin's exhibit, "The Relation of Latin to Practical Life," was first set up not at Indianapolis in 1913, but at Cincinnati in April, 1912.

—L. B. L.

NEWS AND ANNOUNCEMENTS

Pageant. The Making of a Dictionary. By Miss Mary Virginia Clarke. It dramatizes the relationships of various languages and is intended for production in school assemblies, etc. The publishers, G. and C. Merriam Co., Springfield, Mass., will be glad to send copies, free of charge to teachers interested in producing it. No charge for production.

Illustrated Word Stories from Picturesque Word Origins based on Webster's New International Dictionary. A set of 45 hand-colored drawings illustrating the story, history or background of words in the English language today with a running lecture based on the etymology of the word, interestingly and simply told. These slides may be procured on loan for class, assembly or program use from G. and C. Merriam Co., Springfield, Mass. Express charges paid by the company.

The news Bulletin of the Public Schools of the District of Columbia for September, 1936, reports, "Our Latin enrollment during February-June, 1936, was 3,669, in contrast to that of the same period in 1932, when it was 2,904, a gain of 26.34 per cent."

ADVERTISEMENTS

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Dr. Albert E. Warsley, Editor
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Appearing bimonthly during academic years, from October to May, it is the official organ of A.P.S.L. (Association for Promotion of Study of Latin), membership in which is free with subscriptions, making student members eligible thus for our annual Latin Honor Medal Examinations competition and Latin Honor Society membership with handsome certificates. A page of student-written material is also presented with cash payments made for their published items. The varied staggered subscription rates for the year follow: 6 to 25 at 50c each; 26 to 75 at 45c each; 76 to 150 at 40c each. Sample copies at 20c each (refunded with later order). You may still secure all issues for this 1936-37 year by having your students subscribe to it now and mailing your order with remittance to address printed above.

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HELEN OF TROY ... A PLAY

By
HELEN BELL

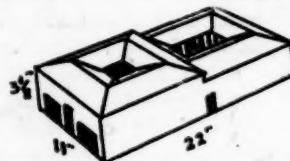
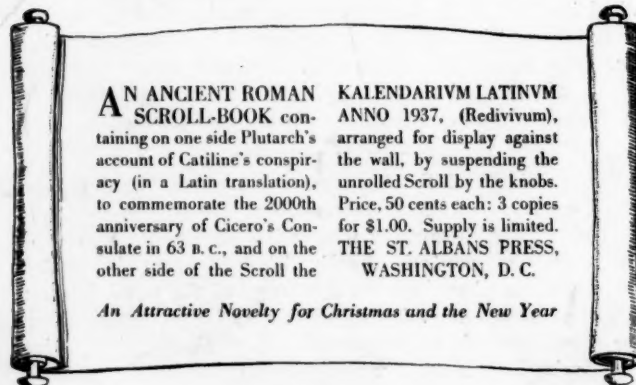
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Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Dorothy Park Latta, who, having been duly sworn according to law, deposes and says that she is the business manager of the CLASSICAL OUTLOOK, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

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(Signature of business manager.)

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W. K. ACKERMAN,
(My commission expires March 30, 1938.)